

# Staff Development and the Process of Teacher Change

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**ABSTRACT:** *This article presents a model that describes the process of teacher change, particularly through staff development programs. The model suggests a temporal sequence of events that is hypothesized to typify the process from staff development to enduring change in teachers' perceptions and attitudes. Research evidence supporting the model is summarized and the conditions under which change might be facilitated are described. Several principles for enhancing the change process to improve staff development efforts are also outlined.*

High quality staff development is a central component in nearly every proposal for improving education. Because teachers today remain in their positions for longer periods of time, and fewer new teachers enter the field, improvements in our schools will clearly require enhancement of the professional skills of present staff members.

The proposed staff development programs vary widely in context and format, yet they generally share a common purpose. Specifically, staff development programs are designed to "alter the professional practices, beliefs, and understanding of school persons toward an articulated end" (Griffin, 1983, p. 2). In most cases, that end is the improvement of student learning. In other words, staff development programs are a systematic attempt to bring about change—change in the classroom practices of teachers, change in their beliefs and attitudes, and change in the learning outcomes of students.

This article presents a perspective on the nature of these three

areas of change and the conditions under which they take place. It examines the order of occurrence of these change events and how specific types of change might be facilitated and sustained. A model for viewing change in teachers is proposed in hopes of clarifying aspects of that change process. In addition, the implications of this model for the practice of staff development are considered in light of current research.

## Historical Context

Staff development efforts in American schools can be traced to the initiation of the Teacher Institutes in the early 19th century (Richey, 1957). But instead of a history characterized by steady progress based on advances in our knowledge and understanding, the history of staff development is characterized primarily by disorder, conflict, and criticism.

Nearly every major work on the topic of staff development has emphasized the failings of these efforts. For example, Corey (1967) stressed that while there was strong evidence of a growing need for continuing professional development among school persons, it was also apparent that "much of what goes for inservice education is uninspiring and ineffective" (p. 1). Davies (1967) offered an even stron-

ger condemnation in his testimony before the Senate Subcommittee on Education. He concluded, "Inservice education is the slum of American education—disadvantaged, poverty stricken, neglected, psychologically isolated, riddled with exploitation, broken promises, and conflict" (cited in Rubin, 1971, p. 38).

In recent years, advances in research on effective schools and the variables that contribute to instructional effectiveness have increased attention on the need for high quality staff development programs (see, e.g., Bloom, 1976; Brophy, 1979; McDonald & Elias, 1976; Medley, 1977). However, relatively few such programs have been forthcoming. In fact, as recently as 1983, Howey and Vaughan described the current practice of staff development as

... a potentially well-supported (in terms of resources) enterprise that is fragmented, not frequently engaged in on a continuing basis by practitioners, not regarded very highly as it is practiced, and rarely assessed in terms of teacher behavior and student learning outcomes (p. 97).

Other reports by Flanders (1980), Harris, Bessent, and McIntyre (1969), Howey and Joyce (1978), Lawrence (1974), McLaughlin and Marsh (1978), Rubin (1978), Wagstaff and McCullough (1973), and

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# Teacher Change And The Staff Development Process

**David Collins**



## **Teacher Change And The Staff Development Process:**

Teacher Change and Development Paula R. Villia, 2006 If the future of any society can be pinpointed it is with the teachers who help form the citizens of tomorrow Sometimes their impact is equal to the parents and sometimes surpasses it by not a small measure But how must teachers change to be sure that they move with the times and do not lose that role in society This book delves into this issue Teacher Change and the Staff Development Process Virginia Richardson, 1994

**Enriching Teaching and Learning Environments With Contemporary Technologies** Durnali, Mehmet, Limon, İbrahim, 2020-02-07 Educational technologies have revolutionized the learning and teaching environments Offline online applications and social media have changed the conventional learning and teaching habits and competencies In terms of learners it has been empirically proven that the use of educational technologies in the classroom make learning easier and more enjoyable On the other hand it also poses threats to students such as cyberbullying and online addiction While exploiting the opportunities of technological use in the classroom educators must also remain vigilant and formulate ways to overcome the challenges and risks brought by technology **Enriching Teaching and Learning Environments With Contemporary Technologies** is an essential research publication that aims to present exemplary practices of technology use and their management in pedagogical purposes in learning and teaching environments The book also analyzes problems that may arise and develops policies on educational technologies and the exploitation of technology with pedagogical purposes as part of the discussion to solve these challenges Featuring a wide range of topics such as augmented reality mass media and religious education this book is ideal for educators who want to use technology in class educational administrators who have responsibilities for developing policies on educational technologies and managing the use of them and researchers who want to carry out a deep investigation into the subject Additionally educational software developers academicians instructional designers curriculum developers education professionals and students will also benefit from the research contained within the book **A Phenomenological Inquiry into Science Teachers' Case Method Learning** Sye Foong Yee, 2018-10-04 This book illustrates a practical application of the Case Method as a teaching technique in teacher education and examines how learning takes place in a teacher professional development activity It also describes teachers lived experience of the activity based on Clark Moustakas 1994 guidelines for organizing and presenting a phenomenological study **Handbook of Research on Teacher Education and Professional Development** Martin, Christie, Polly, Drew, 2016-09-23 With the ever changing climate of education around the globe it is essential that educators stay abreast of the most updated teaching methods and applications To do this fostering teacher education programs that include innovative practices and initiatives within the field is imperative The Handbook of Research on Teacher Education and Professional Development investigates current initiatives and approaches in educational programs Focusing on research studies and theoretical concepts on innovative projects related to teacher education and professional development programs this book is a pivotal reference

source for academics professionals students practitioners and researchers      **Handbook of Educational Psychology**  
David C. Berliner, Robert C. Calfee, 2004 Sponsored by Division 15 of APA the second edition of this groundbreaking book has been expanded to 41 chapters that provide unparalleled coverage of this far ranging field Internationally recognized scholars contribute up to date reviews and critical syntheses of the following areas foundations and the future of educational psychology learners development individual differences cognition motivation content area teaching socio cultural perspectives on teaching and learning teachers and teaching instructional design teacher assessment and modern perspectives on research methodologies data and data analysis New chapters cover topics such as adult development self regulation changes in knowledge and beliefs and writing Expanded treatment has been given to cognition motivation and new methodologies for gathering and analyzing data The Handbook of Educational Psychology Second Edition provides an indispensable reference volume for scholars teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology s teacher educators in service practitioners policy makers and the academic libraries serving these audiences It is also appropriate for graduate level courses devoted to the study of educational psychology      **Hidden Dimensions in the**

**Professional Development of Mathematics Teachers: In-Service Education for and With Teachers B.**

Roesken, 2011-07-23 Professional development is often determined by black and white thinking Either issues are considered as being good or bad or statements like teachers should or teachers must are transported However it is easily forgotten from which perspective the judgment is taken surely it is not the teacher s one Profoundly respecting and cherishing the teachers and their needs allows for arriving at a vision of professional development that is for and with teachers instead being simply about them This book presents the field of mathematics teacher professional development both from a theoretical and an empirical perspective In particular the initiative Mathematics Done Differently that has been run in Germany is presented in whose context the data of the empirical study was gathered The empirical findings led to postulating a model describing teachers individual growth pathways and to providing implications for constructing practices that are based on what teachers really need      Supporting and Sustaining Teachers' Professional Development Marilyn Tallerico, 2005-03-10 This text

specifically targets busy school principals who want practical suggestions grounded in national NSDC standards for balancing everyday administrative tasks while encouraging teachers professional growth      *Teacher Learning* Nancy Laine Marano, 2000      **Staff Development Procedures for Inservice Vocational Instructors** Brandon B. Smith, 1982

**Research on the Education of Our Nation's Teachers** David M. Byrd, D. John McIntyre, 1997-02-05 Aptly addresses state of the profession issues Thoughtful scholarly papers followed by multifaceted reflections and implications sections help the reader answer 21st century questions This yearbook should be must reading for teacher education faculty and students Elaine Jarchow Dean College of Education Texas Tech University Bravo These authors carve new mind sets in education by

examining what is important to us purpose and vision what ideals norms and practices generate high quality intellectual growth for students and ourselves and what challenges and struggles help transform teaching learning and leading Mary John O Hair Associate Dean College of Education University of Oklahoma The Fifth Annual Yearbook of the Association of Teacher Educators focuses on a topic vital to the welfare of our country the education of our nation s teachers This volume provides you with the latest research and guidelines for improving the education of preservice and inservice teachers One of the most recent goals added to the Goals 2000 program emphasizes the professional development of teachers In order to be successful educational reform and increased student learning must be linked to the continued professional development of teachers This edition of the ATE Yearbook examines four aspects of teacher education context process curriculum and communication Each section focuses on one of these themes and includes a chapter that provides the framework and overview topic and subject studies and a closing chapter that discusses the theme s implications Researchers and practitioners examine the following topics Multicultural education and diversity Subject perspectives of new and experienced teachers School and university partnerships Local communities and global perspectives The information in this yearbook is designed to offer insight and spark debate about the current state of the continuum of professional development

**Handbook of Research on Teacher Education** John P. Sikula, Association of Teacher Educators, 1996 The first edition of this text sought to provide a basis for improving the education of teachers at every level Committed to the idea that the betterment of teacher education is essential to the improvement of schools it provided understanding of the research so that professionals could compare evaluate and create effective programmes

**A Cultural Analysis of Teacher Professional Development in a School-university Partnership** Samantha Scribner Bartholomew, 2006 *Achieving Your Vision of Professional Development* David Collins, 2000 A how to resource that reviews the stages of building an effective professional development system developing a vision creating assistance and assessing and monitoring progress Page 4 of cover

*City Schools and City Politics* John Portz, Lana Stein, Robin R. Jones, 1999 An explanation of why some US cities are better at educational reform than others It relates education to politics showing how the whole village can be mobilized to better educate tomorrow s citizens It is based on an 11 city study of civic capacity and urban education

**Staff Development and Instructional Improvement** Leslee J. Bishop, 1976 *A Monograph on Staff Development* William E. Webster, 1980

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